**2020 Annual Report to**

**The School Community  
  
School Name: Movelle Primary School (5139)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)). * The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program. * The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*. |
| Attested on 26 April 2021 at 12:08 PM by Karen Wood (Principal) |

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| The 2020 Annual Report to the school community:   * has been tabled and endorsed at a meeting of the school council * will be publicly shared with the school community. |
| Attested on 28 April 2021 at 01:39 PM by Dawn Simovic (School Council President) |

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How to read the Annual Report

What has changed for the 2020 Annual Report?

**Improved appearance**

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school’s data with state averages and similar school groups.

**School performance data**  
  
The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the *‘About Our School’* section refer to?

The About Our School section provides a brief background on the school, an outline of the school’s performance over the year and future directions.

The ‘School Context’ describes the school’s vision, values and purpose. Details include the school’s geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The ‘Framework for Improving Student Outcomes (FISO)’ section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *‘Performance Summary’* section of this report refer to?

The Performance Summary includes the following:

**School Profile**

* student enrolment information
* the school’s ‘Student Family Occupation and Education’ category
* a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
* school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

**Achievement**

* English and Mathematics for Teacher Judgements against the curriculum
* English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

*Note: NAPLAN tests were not conducted in 2020*

**Engagement**

Student attendance at school

**Wellbeing**

Student responses to two areas in the Student Attitudes to School Survey:

* Sense of Connectedness
* Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do *‘Similar Schools’* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

What does *‘NDP’* or ‘*NDA*’ mean?

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by ‘NDP’ where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *‘Victorian Curriculum’*?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’.

‘Levels A to D’ may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for ‘Levels A to D’).

**About Our School**

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| School context |
| Movelle Primary is located in Kings Park, in Melbourne’s western suburbs. During 2020, our student enrolments were 205.4. We had a large proportion of families from non-English speaking backgrounds. A large percentage of our families received the Camps, Sports, Excursions Fund allowing a greater proportion of our families to attend organized camps, sporting events, and excursions throughout the year. Our SFO rating was 0.7297and our SFOE was 0.6093. Our credit component of our School Resource Package of $249166.24. The equity funding supported us in having extra classes with a smaller number of students, school-based coaches, consultants and provide further Education Support to all classrooms to increase student engagement and wellbeing support.  In 2020 we were well-managed, well-organised school that is strategic in our, planning and implementation of curriculum programs. Our 2020 structure was as follows.  The school operated with 9 classes: 2 X Prep, 3 X Year 1&2, 3X Year 3&4, 3 X Year 5/6.  Specialist programs offered were: PE, LOTE Japanese, STEM and The Arts. (via remote scheduled classes)   Our staffing profile included 14 teaching staff members consisting of: 1.66 Principal Class, 1 leading teacher, 1 learning specialist, 11.73 teachers and 8 EFT Education Support Staff which included local and centrally paid employees working in and out of the classroom. Classes were housed in flexible working spaces.   The school staffing profile was set in teams with a coordinator across each team level. The Leadership team was strengthened through participation in leadership programs and portfolio areas were put into place.   Our focus in 2020, was to develop a rigorous student well being program in line with SWPBS, RRRR. And link in with a rewards program. We implemented a mindfulness/wellbeing program based on the new school values with full community connections through remote leaning partnerships.   A guaranteed and viable curriculum (Reading and Mathematics) using the Victorian curriculum was implemented through a remote learning platform that was developed by the school for all families to have and continued to be developed so all school stakeholders had a common understanding on the school expectations for curriculum delivery. Student well being, Literacy and Numeracy standards through the intense use of school based coaches financed through equity funding.   In 2020 we placed an enforced pause ongoing community involvement through an open, supportive and consultative environment where contributions are valued. As a school we continued to instill the unique and individual strengths of our students. |
| Framework for Improving Student Outcomes (FISO) |
| In 2020 at Movelle Primary School, we worked on the following FISO priority; - Excellence in teaching & learning – building practice excellence and curriculum planning and assessment via remote professional learning and PL provided by DET.  Work has continued, with a more in depth approach on the development and implementation of the Movelle Instructional Model to increase the consistent teaching practice across the school. In 2020 we were supported by Educational Consultant- Chris Egan and Shaun Faulkhead who worked with both the leadership team and all staff. Throughout the year we made improvements to our teaching practice and planning process, and we have observed a difference in our student progress and efficacy.  In 2020 we had our acting Assistant Principals take on a curriculum and well being portfolio and then develop teams around them. |
| Achievement |
| Our 2020 achievement analysis was limited due to the cancellation of NAPLAN and a limited report /data collections/testing we are unable to comment on achievement through a percentage or comparative measure.   All students including those students on the Program for Students with Disabilities (PSD) have an Individual Education Plans (IEP). Daily wellbeing check-ins via remote learning, phone interviews and quarterly Student Support Group meetings through zoom & WebEx were conducted across the year.   Thorough conversations with teachers and families students were able to articulate the following, building on the work from 2019 for the GVC in reading.  - explain what their individual reading/comprehension goal/s are. - articulate what they are reading. - feel confident on their selected LLI Guided reading book.   Our Meeting Schedule was implemented through Zoom/webex and team planning was continued online for staff. Planning was blocked for staff and designed to support all staff in the effective planning and development of curriculum, use time effectively. Professional Learning Teams (PLT’s) were continued. PLTs planned learning experiences for flexible remote learning and moderated limited assessment tasks to support students while working from home.  Staff continued to participate in professional learning activities and conversations with staff and leadership Our remote learning hub was successful and all families made a conscious effort to engage in leaning all be it with some challenges that were to be expected. |
| Engagement |
| The school has clear guidelines for managing student absences and this whole school approach is firmly embedded in our practices.  The following actions were embedded in 2020: -Teachers contacted all parents if a student had not logged onto the remote learning hub after two days of absence  -Class absence data was discussed each month by all staff.  -‘At risk’ students were identified and contacted via phone of home visit over remote learning and were monitored. -Students whose attendance rate fell below 90% were individually tracked with parent contact made each time an absence occurs. -Students with 100% attendance rate were acknowledged on our remote learning hub. Data on remote attendance was well documented and retained.   No students from P-6 participated in camping experiences during 2020, though breakfasts, stay late were conducted in term 4.  Year 6 Graduation was a 2020 highlight with our senior students having their BIG DAY OUT at Luna Park. There was also a student led formal graduation ceremony during the school day. Hoodies and graduation bears were given by the school as a parting gesture for what was a very different year for our year 6’s. after hours for all families to attend. in 2020 we will continue to develop a program that provides all children with a range of experiences in all aspects of learning with emphasis on incorporating ICT into all school programs.It is imperative at Movelle that we continue to develop an ICT emphasis on Literacy, Numeracy and building a collegiate, professional and supportive working culture that deepens the capacity of all staff to improve student learning. |
| Wellbeing |
| 2020 saw a whole school culture being embedded, focusing on core school values which staff, students and parents can articulate. Throughout remote learning Morning circle and Zones of regulation were implemented daily during remote learning. This was a vital link in ensuring all students were okay and sighted  A parent live session to have a coffee and chat was well received for families, who were strategically chosen for visual sighting  We continued with the implementation of the following to our well being processes - A Tiered Fidelity strengthen the SWPBS and gauge the success of this implementation. - The Compass database to analyse behavioral data was used with an additional PBIS rewards program implemented in term 4, once all students were back onsite was introduced to give a more detailed analysis of wellbeing data  - SWPBS, and RRRR lessons in teacher planning documents. - Recorded professional learning in both SWPBS and RRRR as shown on the meeting calendar. - Minutes of regular PBIS, SWPBS and RRRR team meetings - PBIS rewards system (Ramsey rewards was introduced for all students) - Values and Ramsey mascot made an appearance on our remote online classes that were live for student to interact  - Signage and advertising materials to were designed and visible around the school - Behaviour matrix is displayed in each classroom  - Regular updates to our community via the school newsletter |
| Financial performance and position |
| 2020 the school utilised funding from the SRP to provide professional learning and mentoring for all school based staff. The ongoing implementation of SWPBS that is blended with RRRR was a key factor in 2020 and will continue into 2021 due to the Corona virus. We have utilised funds to continue to develop facilities and equipment for the school. The implementation of a school management system COMPASS has been embedded into the school climate on a daily basis along with a PBIS.  Movelle is currently operating with a surplus due to sensible and relevant spending across areas of need.  Our family payment collection rate is at an improved level.  Capital improvements have been made internally including upgrading of all electrical wiring, lighting, new carpet to all areas of the school and the removal of asbestos.  Equity funding was used to purchase /upgrade ICT resources that were old and damaged. Significant money has been budgeted for the update of school ground work/oval and the repainting of the whole school. The school ended the year in surplus. |
| **For more detailed information regarding our school please visit our website at** [**For more detailed information regarding our school please visit our website at https://www.movelleps.vic.edu.au/**](file:///C:\Users\08430355\Downloads\For) |

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the ‘How to read the Annual Report’ section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 208 students were enrolled at this school in 2020, 104 female and 104 male.

65 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school’s socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school’s socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | 86.7% |
| State average: | 81.2% |

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 71.8% |
| State average: | 77.8% |

ACHIEVEMENT

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

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| **English**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 45.6% |
| Similar Schools average: | 73.8% |
| State average: | 86.3% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 52.6% |
| Similar Schools average: | 69.7% |
| State average: | 85.2% |

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

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| **Student Absence**  **Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 20.2 | 16.9 |
| Similar Schools average: | 19.3 | 18.5 |
| State average: | 13.8 | 15.3 |

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| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2020): | 91% | 90% | 89% | 87% | 90% | 89% | 91% |

WELLBEING

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 83.1% | 84.2% |
| Similar Schools average: | NDP | 83.6% |
| State average: | 79.2% | 81.0% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 78.7% | 81.6% |
| Similar Schools average: | NDP | 81.2% |
| State average: | 78.0% | 80.4% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2020

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $2,548,936 |
| Government Provided DET Grants | $509,028 |
| Government Grants Commonwealth | $9,138 |
| Government Grants State | NDA |
| Revenue Other | $7,586 |
| Locally Raised Funds | $66,360 |
| Capital Grants | NDA |
| Total Operating Revenue | **$3,141,049** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $500,274 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$500,274** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,290,885 |
| Adjustments | NDA |
| Books & Publications | $1,010 |
| Camps/Excursions/Activities | $5,232 |
| Communication Costs | $18,214 |
| Consumables | $59,103 |
| Miscellaneous Expense 3 | $23,998 |
| Professional Development | $1,970 |
| Equipment/Maintenance/Hire | $9,463 |
| Property Services | $213,314 |
| Salaries & Allowances 4 | $79,045 |
| Support Services | $48,099 |
| Trading & Fundraising | $10,304 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | $20,047 |
| Total Operating Expenditure | **$2,780,685** |
| Net Operating Surplus/-Deficit | **$360,363** |
| Asset Acquisitions | **$0** |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
3. Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $458,981 |
| Official Account | $47,576 |
| Other Accounts | NDA |
| Total Funds Available | **$506,557** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $47,363 |
| Other Recurrent Expenditure | NDA |
| Provision Accounts | $14,310 |
| Funds Received in Advance | $38,266 |
| School Based Programs | $23,153 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | $17,500 |
| Capital - Buildings/Grounds < 12 months | $366,073 |
| Maintenance - Buildings/Grounds < 12 months | NDA |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$506,557** |

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*